

## Grade 5: U.S. Studies to 1877 and 1877 to Present

### Charles Pinckney National Historic Site

The purpose of this document is to help educators see the relationship between the state learning results and the information presented at the Charles Pinckney National Historic Site. The learning result is on the left and the connection is on the right.

#### I. Power, Authority, and Governance: Government/Political Science

(5.5) The student should demonstrate an understanding of the foundations of American democracy, including its basic principles and the basis of the of the American political system. He/She should be able to:

(5.5.2) Describe diversity in the United States and its benefits and challenges.

(5.5.3) Identify historical figures who shaped values and principles of American democracy.

(5.5.4) Describe the cultural contributions from various regions of the United States and how they helped form a national heritage.

#### II. People, Places and Environments: Geography

(5.10) The student should demonstrate an understanding of places and regions. He/She should be able to:

(5.10.1) Identify ways in which region change.

(5.10.2) Explain how people perceive places and regions differently.

#### III. Production, Distribution, and Consumption: Economics

(5.14) The student should demonstrate an understanding of how scarcity and choice impact economic activity. He/She should be able to:

(5.14.1) Identify positive and negative economic incentives.

#### V. English: Listening

The student will listen, draw conclusions, and share responses in subject related group learning activities.

1. Participate in and contribute to discussions across content areas.
2. Organize information to present reports of group activities.
3. Summarize information gathered in group activities.

The learning results of Power, Authority, and Governance: Government/Political Science are met due to Charles Pinckney's involvement in the government/politics of his time, as well as the other South Carolina representatives to the Constitutional Convention and signing the Declaration of Independence.

(5.5.2) The Pinckney Homestead shows the life of a wealthy landed gentleman and African slaves who worked on the plantation. Without their labor, the rice fields would have not been possible.

(5.5.3) See the introductory paragraph for this section. Charles Pinckney supported the ownership of slaves which was an issue debated at the Constitutional Convention.

(5.5.4) The foods introduced by the Africans included okra, southern fried chicken, and yams. The sweet grass baskets are an art form.

The learning results for People, Places and Environments: Geography can be addressed by using the information learned here and compare it to other acquired knowledge.

(5.10.1) Compare the Snee Farm as it was in its prime to the land area as it is now.

(5.10.2) The issue of slavery in our early history was a debated topic. How have attitudes changed over the years concerning African Americans?

The section Production, Distribution and Consumption: Economics is addressed at the Pinckney site. The availability of natural resources influences what products can be developed, such as swampland for conversion to rice fields, or mixed wood forests for lumber and naval products. The negative aspect here was the growth of slave labor and its demise after the Civil War. Plantation life changed.

These learning results can be achieved with assignments made by a teacher before the trip. The gathered information can be shared after the trip.